

# Utah Career and Technical Education Program Approval Standards

## Business Education

### EVALUATION DOCUMENT

This document was developed to assist in evaluating Career and Technical Education programs throughout the state. Quality CTE programs are those which meet program standards based on the quality indicators provided. The goal of the evaluation process is to assist in improving programs. Documentation for each standard must be available upon request, where appropriate.

This document is to be used as the basis for the following processes:

- 1) Program self-evaluation, improvement, goal setting, and long-range planning
- 2) Onsite reviews/visits
- 3) Annual CTE program evaluation reporting
- 4) Six-year CTE program evaluation

As a department, instructors are to determine ratings for the following quality indicators. Programs with identified deficiencies will be asked to develop a CTE Program Improvement Plan.

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

## PROGRAM EDUCATOR QUALITY

<b>STANDARD 1</b>	<b>All instructors are licensed and appropriately endorsed.</b>	
<b>QUALITY INDICATORS</b>		
1.1 Each instructor is licensed and appropriately endorsed to teach all corresponding courses/ programs. Using the ratings below, determine the instructor endorsement status for each course/program taught. <b>1 = NOT endorsed OR 4 = Endorsed</b>		
Instructor	Course/Program	Rating
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
		1 4
If indicator is <b>NOT MET</b> , list what steps will be taken to become properly licensed and/or endorsed. (Use additional sheets if needed.)		

<b>State Approved Business Courses</b> (Listed A-Z)	
Accounting I, II, III, IV	Desktop Publishing I or II
Banking & Finance	Digital Business Applications
Business Communication I or II	Economics for Business
Business Law	Entrepreneurship for Business
Business Management	Keyboarding I
Business Math and Personal Finance	Keyboarding Applications
Business Web Page Design	Leadership Principles
Business Web Page Design, Advanced	Word Processing Basics
Computers in Business	Word Processing
Computer Technology I or II	

## Achievement Rating

<b>1</b> = MAJOR improvement needed	<b>2</b> = MINOR improvement needed	<b>3</b> = GOOD	<b>4</b> = SUPERIOR
-------------------------------------	-------------------------------------	-----------------	---------------------

Using the Achievement Ratings listed above, circle the number that best describes the degree to which your school meets the quality indicators for the program standards that follow.

<b>STANDARD 2</b>	<b>Instructors participate in appropriate professional association and professional development activities.</b>
QUALITY INDICATORS	Rating
2.1 Instructors maintain membership in related state and national professional organizations.	1 2 3 4
2.2 Instructors strive to upgrade their skills and knowledge by attending conferences, conventions, college courses, staff development inservice, and other sources of training.	1 2 3 4
2.3 Instructors act as role models for students and exhibit leadership, teamwork, ethical and professional practices.	1 2 3 4
Additional Information and/or Comments:	

## PROGRAM INSTRUCTION AND PARTICIPATION

<b>STANDARD 3</b>	<b>Curriculum, instruction, and evaluation are based on the state-approved standards and objectives.</b>
QUALITY INDICATORS	Rating
3.1 Each course offered in the program is a state-approved course.	1 2 3 4
3.2 Each course offered uses state standards, objectives, and/or competencies.	1 2 3 4
3.3 Course/program prerequisites are followed.	1 2 3 4
3.4 Program articulates with related core and postsecondary training and/or education programs.	1 2 3 4
3.5 All students receive instruction in personal and leadership development.	1 2 3 4
3.6 Student evaluation systems are in place and based on identified program objectives.	1 2 3 4
3.7 State skill certificate tests or industry exams are administered or accessible in all courses where available.	1 2 3 4
3.8 The Student Performance Evaluation Activities, the activities are started at the beginning of the course, and student progress is recorded throughout the remainder of the course.	1 2 3 4
3.9 Each course has a disclosure statement, including goals, objectives and grading policies.	1 2 3 4
3.10 *A variety and balance of business courses are provided.	1 2 3 4
3.11 *A variety of instructional strategies are used in each of the courses offered.	1 2 3 4
Additional Information and/or Comments:	

STANDARD 4	Equal access is provided to all students, including non-traditional and special populations.	
QUALITY INDICATORS		Rating
4.1 Instructional program encourages the elimination of gender bias and stereotyping. <ul style="list-style-type: none"> <li>• How do you recruit special population students into your CTE program?</li> <li>• Do your CTE program <u>promotional materials</u> seek to be representative of genders, race, color, national origin or disabilities?</li> </ul>	1 2 3 4	
4.2 Educational environment honors diversity and respect of each individual. <ul style="list-style-type: none"> <li>• Do minority students enroll in your classes? Why or Why not?</li> <li>• What is done to increase enrollment of special pop. students, especially male/female enrollments in programs considered nontraditional for their gender?</li> <li>• Who is designated as your school's grievance officer? Are you familiar with the grievance process?</li> </ul>	1 2 3 4	
4.3 Fair and impartial practices are incorporated into the classroom to facilitate the academic achievement of all students. <ul style="list-style-type: none"> <li>• As a CTE teacher, have you ever been involved in student Section 504 plans?</li> <li>• What specifically was your role in that plan?</li> <li>• What promotions or recruitment activities does the CTE program pursue within the high school and to pre-high school students?</li> <li>• What do these activities do to encourage students to enroll in nontraditional programs and to encourage students of color, national origin and disabilities to seek out and enroll in these CTE programs?</li> </ul>	1 2 3 4	
4.4 Fair and impartial assessment practices are incorporated into the classroom. <ul style="list-style-type: none"> <li>• What instructional, evaluation and/or testing accommodations do you make for special population students?</li> </ul>	1 2 3 4	
4.5 Facility is free of barriers that would result in the denial of access to persons on the basis of race, color, national origin or disability. <ul style="list-style-type: none"> <li>• What is done to ensure that students with limited English proficiency are successful in your classes?</li> <li>• Are there any physical barriers that will limit the access of special population students in your classroom?</li> <li>• Where would you put a student in a wheelchair in this classroom? Why?</li> <li>• What physical accommodations would need to be made to ensure the accessibility of all students in this classroom?</li> </ul>	1 2 3 4	
4.6 Entire curriculum is available to all students.	1 2 3 4	
Additional Information and/or Comments: Submit samples of program posters, brochures, pamphlets, handouts, testing materials, bulletin board displays, school catalog that are used in the classroom to promote enrollment and participation of ALL students (especially special pops.). Do you have any 504 plans on file?	1 2 3 4	

<b>STANDARD 5</b>	<b>Students have the opportunity to concentrate in state-recognized CTE career pathways.</b>	
QUALITY INDICATORS		Rating
5.1	CTE courses are organized into state-recognized CTE pathways.	1 2 3 4
5.2	Courses offered allow students to complete or concentrate in CTE pathways.	1 2 3 4
5.3	High school to college articulation maps are developed showing CTE pathway connection to specific college majors or ATC programs available in region, including Tech Prep and Concurrent Enrollment options .	1 2 3 4
5.4	CTE pathway information is available and understood by teachers and counselors .	1 2 3 4
5.5	Counselors use CTE pathway information to assist students plan their HS schedules.	1 2 3 4
Additional Information and/or Comments:		

<b>STANDARD 6</b>	<b>Intra-curricular student leadership training opportunities are provided through the related Career and Technical Student Organization (CTSO).</b>	
QUALITY INDICATORS		Rating
6.1	Students enrolled in the program have an opportunity to affiliate and participate in FBLA.	1 2 3 4
6.2	FBLA is an intra-curricular part of the program.	1 2 3 4
6.3	FBLA provides opportunities for students to participate in community service activities.	1 2 3 4
6.4	FBLA provides opportunities for students to participate in leadership training activities.	1 2 3 4
6.5	FBLA provides opportunities for students to participate in regional, state or national competitions.	1 2 3 4
6.6	School/district makes provision for travel expenses and release time for the advisor(s) to participate in FBLA activities.	1 2 3 4
6.7	School/district makes provision for travel expenses and release time for students to participate in FBLA activities.	1 2 3 4
6.8	Local FBLA chapter is affiliated with appropriate state and national organization.	1 2 3 4
Additional Information and/or Comments:		

## PROGRAM INSTRUCTIONAL RESOURCES

<b>STANDARD 7</b>	<b>The program has an annual operating budget.</b>	
QUALITY INDICATORS		Rating
7.1	All instructors provide input in regard to the amount of their annual operating budget.	1 2 3 4
7.2	All instructors have access to and control over an annual supplies budget.	1 2 3 4
7.3	Allocated resources are sufficient to provide for the maintenance, repair, and replacement of equipment and the operation of the facility.	1 2 3 4
7.4	When lab fees are collected, they are expended for supplies used by students enrolled in the course/program.	1 2 3 4
Additional Information and/or Comments:		

<b>STANDARD 8</b>	<b>Proper equipment and adequate supplies are available to maintain and support the program.</b>				
QUALITY INDICATORS					Rating
8.1	Equipment provided is consistent with program objectives.				1 2 3 4
8.2	Established procedures for the maintenance, repair, and replacement of equipment are followed.				1 2 3 4
8.3	Supplies or an annual supply budget is provided for the program.				1 2 3 4
8.4	Current inventory of equipment is on file and updated annually.				1 2 3 4
8.5	Each classroom and/or lab has at least one computer with Internet access and E-mail capability for instructors.				1 2 3 4
8.6	*Equipment meets the needs of all students.				1 2 3 4
8.7	*Computer Lab Specifications:				
Lab	Courses Taught in the Lab	Computer Specifications (platform, processor/RAM/hard drive/network, etc.)	# of Stations	Software Used	Rating
1					1 2 3 4
2					1 2 3 4
3					1 2 3 4
4					1 2 3 4
5					1 2 3 4
8.8	*Additional Hardware/Equipment Used:				
#	Name	Specifications			Rating
	CD-ROM Drives				1 2 3 4
	Color Laser Printers				1 2 3 4
	Laser Printers				1 2 3 4
	Ink Jet Printers				1 2 3 4
	CD Burner				1 2 3 4
	Microphones				1 2 3 4
	Speakers/Headphones				1 2 3 4
	Scanners				1 2 3 4
	Auxiliary Storage Devices				1 2 3 4
	Digital Camera (still)				1 2 3 4
	Digital Video Camera				1 2 3 4

	Demonstration Device		1 2 3 4
			1 2 3 4
			1 2 3 4
			1 2 3 4
8.9	*Additional Software Used:		
	Name and Manufacturer	Version	# of Licenses
			Rating
			1 2 3 4
			1 2 3 4
			1 2 3 4
			1 2 3 4
			1 2 3 4
Additional Information and/or Comments:			

<b>STANDARD 9</b>	<b>Appropriate instructional materials are available to achieve the goals and objectives of the program.</b>		
QUALITY INDICATORS			Rating
9.1	Instructional materials support state approved standards and objectives.		1 2 3 4
9.2	Adequate instructional materials are available for all students in all courses.		1 2 3 4
9.3	Instruction is enriched with appropriate instructional technology and related resources such as computers and software, CD-ROM, access to Internet, audiovisual aids, etc.		1 2 3 4
9.4	The instructional materials utilized in the department are 5 years old or less and are on the school purchase rotation schedule.		1 2 3 4
9.5	Materials are available in the school for students to become aware of a broad range of careers, continued education and/or training opportunities.		1 2 3 4
Additional Information and/or Comments:			

## PROGRAM FACILITIES

<b>STANDARD 10</b>	<b>Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.</b>		
QUALITY INDICATORS			Rating
10.1	Facilities provided for the program are consistent with program standards and objectives.		1 2 3 4
10.2	Environmental factors, such as air and water temperature, noise, ventilation, light, and particulate control are maintained at appropriate levels.		1 2 3 4
10.3	Storage space is functional and sufficient for instructional materials, supplies, and equipment.		1 2 3 4
10.4	Classrooms and laboratories are safe, clean, properly maintained, and in good repair to provide an environment conducive to learning.		1 2 3 4
10.5	Facility repairs and improvement requests are submitted and resolved in a timely manner.		1 2 3 4
10.6	Instructor workstations are adequate and appropriately equipped.		1 2 3 4
10.7	*Facilities accommodate future changes in curriculum, technology, and equipment.		1 2 3 4
Additional Information and/or Comments:			

<b>STANDARD 11</b>	<b>Safe practices are understood and implemented.</b>	
QUALITY INDICATORS		Rating
11.1	State and/or district health and safety policies and procedures are utilized.	1 2 3 4
11.2	*Electrical cords are arranged outside of traffic patterns to prevent accidents.	1 2 3 4
11.3	*Desks, tables, and chairs meet appropriate ergonomical standards.	1 2 3 4
11.4	*Keyboarding instruction, practice, and evaluation includes effective technique standards which insure avoidance of health hazards, i.e. carpel tunnel syndrome, lower back pain, eye strain, etc.	1 2 3 4
Additional Information and/or Comments:		

### PROGRAM PLANNING AND ADVISING

<b>STANDARD 12</b>	<b>There is a 3- to 5-year written plan that provides program direction and improvement.</b>	
QUALITY INDICATORS		Rating
12.1	Instructors have developed a 3- to 5-year program plan that is reviewed and updated annually. Plans may include strategies for articulation with other education institutions; establishing and maintaining industry and education partnerships; achieving skills certificates or recognized credentials; repairing, replacing and purchasing equipment; recruiting and mentoring students, etc.	1 2 3 4
12.2	Recommendations and suggestions provided by district and school administrators, accreditation teams, counselors, and advisory committees are considered in developing the plan.	1 2 3 4
Additional Information and/or Comments:		

<b>STANDARD 13</b>	<b>The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, suggestions and recommendations.</b>	
QUALITY INDICATORS		Rating
13.1	Program utilizes an advisory committee with appropriate representation, such as business, industry, education, community, government agencies, and special population groups.	1 2 3 4
Additional Information and/or Comments:		

## PROGRAM ADMINISTRATION

<b>STANDARD 14</b>	<b>District and school administration understand and demonstrate support for the program.</b>	
QUALITY INDICATORS		Rating
14.1	Innovative instruction and program enhancements are encouraged and supported.	1 2 3 4
14.2	Faculty input is considered prior to determining teaching assignments and schedules in an effort to facilitate efficient classroom/lab management and utilization.	1 2 3 4
14.3	Instructors ensure that counselors are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
14.4	Instructors ensure that administrators are familiar with the goals, objectives, activities, prerequisites, enrollment guidelines and curriculum of the program.	1 2 3 4
14.5	Counselors register students based on the goals, objectives, activities, prerequisites, and enrollment guidelines of the program.	1 2 3 4
Additional Information and/or Comments:		

## PROGRAM ADMINISTRATION

<b>STANDARD 15</b>	<b>Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.</b>	
QUALITY INDICATORS		Rating
15.1	Enrollment in laboratory courses does not exceed the available workstations.	1 2 3 4
15.2	Enrollment in all courses ensures that the program objectives are met in a safe and effective manner.	1 2 3 4
Additional Information and/or Comments:		

# Utah Career and Technical Education Program Approval Evaluation Report

**District:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Program Area:** \_\_\_\_\_  
**Teacher:** \_\_\_\_\_  
**Phone:** \_\_\_\_\_  
**Email:** \_\_\_\_\_  
**Evaluation Date:** \_\_\_\_\_

**Evaluation completed by:**  
 Specialist:  
 Program Area:  
 Utah State Office of Education  
 Email:  
 801-538-

<b>Evaluation Scale</b>
<b>1 = Major</b> improvement needed. The program is required to prepare and submit a CTE Improvement Plan to address program deficiencies.
<b>2 = Minor</b> improvement needed. Suggestions for program improvement will be made by the program specialist.
<b>3 = Good</b> Comments will be made at the discretion of the program specialist.
<b>4 = Superior</b> Commendations will be made at the discretion of the program specialist.

<b>Program Standards Summary Evaluation</b>
---

<b>Program Educator Quality</b>	Rating
Standard 1: All instructors are licensed and appropriately endorsed.	
Standard 2: All instructors participate in appropriate professional association and professional development activities.	
Comments: ✓ <Improvement item>	

<b>Program Instruction and Participation</b>	Rating
Standard 3: Curriculum, instruction, and evaluation are based on state-approved course standards and objectives.	
Standard 4: Equal access is provided to all students, including nontraditional and special population students.	
Standard 5: Students have the opportunity to concentrate in state-approved CTE Pathways (Programs of Study).	
Standard 6: Intra-curricular student leadership training opportunities are provided through the related CTE Student Organizations.	
Comments: ✓ <Improvement item >	

<b>Program Instructional Resources</b>	Rating
Standard 7: The program has an annual operating budget.	
Standard 8: Proper equipment and adequate supplies are available to maintain and support the program.	
Standard 9: Appropriate instructional materials are available to achieve the goals and objectives of the program.	
Comments: ✓ <Improvement item >	

<b>Program Facilities</b>	Rating
Standard 10: Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.	
Standard 11: Safe practices are understood and implemented.	
Comments: ✓ <Improvement item>	

<b>Program Planning and Advising</b>	Rating
Standard 12: There is a three- to five-year written plan that provides the program direction and improvement.	
Standard 13: The program utilizes an advisory committee that provides the program direction and improvement.	
Comments: ✓ <Improvement item>	

<b>Program Administration</b>	Rating
Standard 14: District and school administrators understand and demonstrate support for the program.	
Standard 15: Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.	
Comments: ✓ <Improvement item>	